

**THE INFLUENCE OF USING ROUNDTABLE TECHNIQUE TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE
OF SMP TAMANSISWA TELUK BETUNG AT FIRST SEMESTER
IN THE ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

**ELIS FATMAWATI
NPM. 1611040286**

Study Program : English Education
Advisor : Prof. Dr. Idham Kholid, M.Ag
Co-Advisor : Septa Aryanika, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2020**

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RADEN INTAN STATE ISLAMIC UNIVERSITY
BANDAR LAMPUNG
2020**

ABSTRACT

The objective of this research is to find out whether there is a significant influence of using the Roundtable technique towards students' vocabulary mastery at the eighth grade of SMP Tamansiswa Teluk Betung at first semester in the academic year of 2020/2021.

In this research, the researcher used quasi experimental design. The samples of the research are two classes consist of 60 students. The population of this research was students of eighth grade of SMP Tamansiswa Teluk Betung. The researcher took the sample by using cluster random sampling technique and the researcher determined that VIII A as the experimental class and VIII B as the control class. The researcher did five meetings for each class and it consisted of one meeting for pre-test, three meetings for treatments and one meeting for post-test. In the experimental class the researcher applied Roundtable technique as treatment and control class the researcher applied Translation technique. In collecting the data, the researcher used test. Before conducting the treatments, the students did pre-test. After conducting the treatments, the students did post-test. After giving post-test, the researcher analyzed the data using Independent Sample T-test in SPSS 16.00 because the data were in normal distribution and the data have same variance or homogenous.

From the result of hypothetical test, it was found that the result of Sig. (2 tailed) of t-test for equality of means assumed was 0.000 and $\alpha = 0.05$. It means that Sig. (p_{value}) $< \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using Roundtable technique towards students' vocabulary mastery in the first semester at the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2020/2021.

Key Word: Roundtable Technique, Vocabulary Mastery, Quasi Experimental Research.



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DECLARATION

I hereby that this thesis entitled: The Influence of using Roundtable Technique towards Students' Vocabulary Mastery in the first semester at the Eighth grade of SMP Tamansiswa Teluk Betung in the Academic year of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, December 21st 2020

Declared by,

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا . إِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.” (QS. Al-Insyirah: 5 - 6)¹

¹ Yusuf Ali, “Qur’an Surah Al-Insyirah 5-6 (QS. 94: 5-6) in Arabic and English translation” (Online), available at: <https://mediumislam.com/al-quran-dan-terjemahan-indonesia-dan-inggris/al-insyirah/> (Accessed on January 10th 2021)

DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Mandok P, Mrs. Mutaiyah, S.Pd who always loves me and keeps on praying for my life and success. Thanks for all the motivation.
2. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.
3. All of the part of English Education E class 16.

CURRICULUM VITAE

The name of the researcher is Elis Fatmawati. Her nickname is Elis. She was born in Bandar Lampung, on August, 25th 1997. She is the daughter of the couple Mr. Mandok P and Mrs. Mutaiyah, S.Pd. She is the first child of three siblings.

In her academic background, she accomplished her formal education at kindergarten of Setiawan Panjang, Bandar Lampung and finished in 2004. Then, she entered Elementary School at SDN 1 Panjang Utara, Bandar Lampung and finished in 2010. After that, she continued her school at Junior High School at SMPN 23 Bandar Lampung and finished in 2013. After that, she continued her school at SMA Perintis 2 Bandar Lampung and finished in 2016. Stepping to higher education, on 2016 she was accepted to one of state university in Bandar Lampung namely, State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty.

She was active in organization out of the campus when she was in fifth semester, it was Sisterfillah and Muslimah Care. Her job experience, she has been worked as a private English teacher, and English teacher at SDN 3 Pardasuka, Lampung Selatan.

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First, all praise is due to Allah Subhana Wa Ta'ala, the most merciful, the most beneficent for His blessing and mercy are given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad Sallallahu Alaihi Wassalam who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of using Roundtable Technique towards Students’ Vocabulary Mastery at the Eighth grade of SMP Tamansiswa Teluk Betung in the Academic year of 2020/2021” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to:

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Bandar Lampung, November 20th 2020
The Researcher,

Elis Fatmawati
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CHAPTER I INTRODUCTION

A. Background of the Problem

English is one of essential languages in the world, because English is an international language which used by the most of people from many countries in the world. Moreover, there are four language skills in English namely listening, reading, speaking, and writing. The four skills are the primary principle in learning English as a foreign language. In addition, the four skills are supported by the learning of language elements they are structure, vocabulary, pronunciation, and spelling. One of the essential language elements that have to be learned in English is vocabulary. Vocabulary is the main capability to support of students' language skills (listening, reading, speaking, and writing) that should be mastered by the students, because without mastering vocabulary the students will have difficulties in mastering the language skills. Basically in teaching and learning process, without vocabulary mastery the students will be hard to understand English. So that students have to learn vocabulary of the language to be able to use English in communication and learn English.

According to Heibert and Kamil, "Vocabulary is the knowledge of meanings of words".¹ Vocabulary is a total number of words in a language.²

Thornbury says without grammar very little can be conveyed, without

¹ Elfrieda H. Heibert, Michael L. Kamil, *Teaching and Learning Vocabulary*. (London: Standford University Press, 2005), p.3

² *Oxford Advanced Learner's Dictionary*. 2000. p.495

vocabulary nothing can be conveyed.³ Based on the experts' explanations above it can be seen that vocabulary has a big contribution to support the success in learning English as foreign language. Also, it means that vocabulary becomes the key aspect of learning language. Because without vocabulary mastery it will be nothing, we cannot to understand what the people says, we cannot to express our feelings or ideas, we cannot to communicate in English, and also we cannot to study English well if we do not know anything about vocabulary.

Based on the preliminary research, the researcher conducted and interviewed the English teacher at SMP Tamansiswa Teluk Betung, namely Miss Dewi Asih, S.Pd. The researcher found some problems that facing of the students, where the students did not pay attention to the teacher in learning process, some students have some problems in vocabulary like lazy to memorize the words, and they did not know uncommon heard words, because they are still lack of vocabulary.⁴

In the preliminary research at the eighth grade students at SMP Tamansiswa Teluk Betung, the researcher interviewed Miss Dewi Asih, S.Pd. In teaching and learning process, English teacher often simply gave the task not doing practice, where the teacher used Translation technique, especially about their vocabulary. In which, in learning process the teacher will give the text for the students then, ask them to write new words and look for the

³ Scott Thornbury, *How to Teach Vocabulary*. (Essex: Pearson Educational Limited, 2002), p.13

⁴ *Miss Dewi Asih as a teacher at SMP Tamansiswa Teluk Betung*

meaning of difficult words in the dictionary. It means that there is no innovative technique in teaching and learning process, especially about their vocabulary, where the students just accomplished what the thing was given by teacher. By impact, the students are in the low level and still lack of vocabulary mastery. The table here shows the students' score of vocabulary test at the first semester in the academic year of 2020/2021.

Table 1
The Students' Score of Vocabulary Test at the First Semester at the Eighth Grade of SMP Tamansiswa Teluk Betung

No.	Category	Score Scale	Number of Students	Percentage
1	Excellent	80-100	10	8.20%
2	Good	66-79	28	23%
3	Fair	56-65	28	23%
4	Poor	46-55	56	45.90%
Total			122	100%

Source: the data of students' vocabulary score at the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2020/2021.⁵

From the data above, the percentage shows that 45.90% of students' vocabulary mastery is still low, most of the students still difficult in their vocabulary mastery. In order to get better vocabulary mastery the teacher should apply the appropriate technique in teaching vocabulary because using the appropriate technique in teaching and learning process is needed for a teacher to deliver the material to be taught to the students.

For improving students' vocabulary mastery, the teacher has to implement the effective technique. Students should be provided by effective and

⁵ The data of vocabulary score at the eighth grade of SMP Tamansiswa Teluk Betung in the Academic Year of 2019/2020 (doc).

interesting technique that can solve the students' problems in vocabulary and can improve the students' vocabulary mastery, and also make the process in learning vocabulary become easier and fun.

From the problems above, it can be suggested creating and administering an appropriate technique so that teaching and learning process can effective and reach the teaching aim. In this research, the researcher applied Roundtable technique for students in teaching vocabulary. Roundtable is a technique in which students to produce ideas and write one or more words in a paper from one student to the next. Roundtable technique can make learning process more attractive, can make the students feel enjoy or have fun. Also, in using Roundtable technique, each of the students can express their ideas and it can make them have a lot of vocabulary. Roundtable technique has advantage in increasing students' vocabulary. As Kagan's states, that Roundtable technique has advantages for building vocabulary, and correcting grammatical and spelling error.⁶ Thus, from the statement Roundtable technique can be as an appropriate technique to enhance students' vocabulary. Not merely because of the improvement of students' vocabulary, but also because of the effectiveness of Roundtable technique in creating a better classroom condition where the students will free to deliver their ideas and creating enjoyable atmosphere in learning process.

Based on previous research in thesis by Auliana Fitri, the findings showed positive result by using Roundtable technique in students' writing ability. The

⁶ Spencer, Kagan, *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing,2009),p.104

improvement in writing score was proved through their pre-test and post-test. In this research, the highest aspect score after applying Roundtable technique is vocabulary which is 58.52. The average score in mechanic is 57.41. Then, average score in grammar is 54.88, and the average score of form is 53.20. The average score of students' ability in writing is average level with the total score in writing aspect was 54.665. It increases from average total score in pre-test which was 40.07. It gives significant progress in students' ability in writing recount text.⁷

While the second research by Risti Wulandari, the result of the research showed that Roundtable technique can improve the students' writing ability. There was an improvement on the mean score of the test. In pre-test, the mean is 46.64, the first cycle was 64.45 and improved to 79.27 in the second cycle. The other result also shown in the improvement of the students' ability in each aspects of writing, in pre-test, the average score for aspect content was 55.97 while in post-test was increased to 68.96. The average score for aspect organization was 48.96 in pre-test while in post-test was increased to 69.13, and the average score for aspect vocabulary was 46.89 in pre-test while in post test was increased to 62.93. It can be concluded that the use of Roundtable technique can improve the students' writing ability.⁸

The third previous research based on thesis by Hasty Putri Utami, it showed that there was a statically significant difference of the students'

⁷ Auliana Fitri, *The Effect od Roundtable Technique on the Writing Ability in Recount Text of the Second Year Students of SMPN 1 KUBU*. (Riau: Universitas Riau, 2015)

⁸ Risti Wulandari, *Improving Students' Writing Ability by Using Roundtable Technique*. (Surakarta: Slamet Riyadi University, 2015)

writing ability with the significant level 0.05. This improved that Roundtable technique facilitates the students to improve their ability in writing skill. The other result also seen in the improvement in each aspect of writing after the implementation of Roundtable technique in teaching descriptive text, in pre-test the mean score in content was 19.13 while in post-test improved to 22.96. The mean score in organization in pre-test was 12.72 while in post-test improved to 15.44, and the mean score in vocabulary was 15.17 in pre-test while in post-test improved to 16.89. From the result, it can be concluded that the use of Roundtable technique is more effective in increasing students' writing skill.⁹

Build on the previous research above, it can be stated that Roundtable technique is a great technique which is the implementation of Roundtable technique in the class gives significant progress in students' achievement in writing and improved students' vocabulary mastery indirectly. Besides that, from those findings the researcher found the similarity and the difference from the previous research. The similarity of the research, the use of Roundtable technique, it can be improved students' vocabulary mastery. It was caused because in Roundtable technique, each of students expressed their ideas into written form and it make them had a lot of vocabularies to make their ideas became clear. While the difference of the research, the researcher used Roundtable technique in teaching writing. Different from those, in this research the researcher used Roundtable technique in teaching vocabulary,

⁹ Hasty Putri Utami, *The Implementation of Roundtable Technique in Improving Students' Writing of Descriptive Text*. (Lampung: Lampung University, 2015)

because of that the researcher conducted the research by finding out “The Influence of Using Roundtable Technique Towards Students’ Vocabulary Mastery at the Eighth Grade of SMP Tamansiswa Teluk Betung at First Semester in the Academic Year of 2020/2021”.

B. Identification of the Problem

Based on the background above the researcher identifies the problems facing by students in learning vocabulary, as follows:

1. The students did not give pay attention to the teacher in learning process.
2. The students did not know uncommon heard words, because they are still lack of vocabulary mastery.
3. The technique that used by the teacher is not effective for teaching vocabulary.

C. Limitation of the Problem

In this research, the researcher focused on the use of Roundtable technique for teaching vocabulary especially in noun and verb. Noun and verb are selected because they are important part of speech that is often used and needed in making a sentence in English, and also suitable with the material and syllabus.

D. Formulation of the Problem

Based on the background above, the researcher formulates the problem of this research: “Is there any significant influence of using Roundtable technique towards students’ vocabulary mastery?”

E. Objective of the Research

The objective of the research as follows: to know whether there is any significant influence of using Roundtable technique towards students' vocabulary mastery.

F. Scope of the Research**1. Subject of the Research**

The subject of the research was the students at the eighth grade of SMP Tamansiswa Teluk Betung.

2. Object of the Research

The object of the research were the use of Roundtable technique and students' vocabulary mastery at the eighth grade of SMP Tamansiswa Teluk Betung.

3. Place of the Research

Place of the research was at SMP Tamansiswa Teluk Betung.

4. Time of the Research

This research was conducted in the first semester of 2020/2021 Academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Concept of Vocabulary

There are four skills as the primary principle in learning English as a foreign language, namely listening, speaking, reading, and writing. In addition, the four skills are supported by the learning of language elements they are structure, vocabulary, pronunciation, and spelling. One of the essential language elements that have to be learned in English is vocabulary. Vocabulary is the main capability to support of students' language skills that should be mastered by the students. Vocabulary is the vital aspect in language.¹ When someone wants to communicate by using a foreign language, especially English language, someone is not only demanded to have grammar ability but also needed to master vocabulary.

Richards and Renandya, defined that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write.² Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.³ The other expert states, vocabulary is the set of words for which we knows the meaning when

¹ Wallance, Michael.J, *Teaching Vocabulary*, (London: Education Book, 1998), p.9

² Richards, J.C Renandya, W.A, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002),P.255

³ Hatch Evelyn, Brown, *Vocabulary, Semantics, and Language Education*. (Cambridge: Cambridge University Press, 1995),p.1

we speak or read orally and the set of words also that an individual can use when writing.⁴ Meanwhile according to Heibert and Kamil, they are defined that vocabulary is the knowledge of meaning of words.⁵

Due to the statements above it can be concluded that vocabulary is a batch of words that very necessary in a language. Vocabulary is one of the language aspects which have to be learned. It is a key for the English learners that must master by the learners to get intelligence and a success in their learning process, because of vocabulary mastery the learners can learn foreign language easier.

2. Concept of Vocabulary Mastery

Vocabulary is the most important components in language learning. Vocabulary is also an essential component in learning English's skills. It supported by Thronbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.⁶ It can be conclude that vocabulary has important part for supporting the success of learning English, because it provides learners how they can speak, listen, read, and write well.

Vocabulary should be mastered by the learners in learning and teaching as a foreign language, without vocabulary the learners can get confuse when they find words or expressions that they do not

⁴ Elfrida.H.Hiebert and Michael.L.Kamil, *Teaching and Learning Vocabulary, bringing research to practice*. (New jersey: Mahwa Publisher 2005).p.10

⁵ Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary*. (London: Stanford University Press, 2005), p. 3

⁶ Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate, 2002), p.144-160

understand. It supported by Ur, that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety words.⁷ It means that even someone has good grammar but it will useless if they do not know many vocabularies.

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language. Without sufficient vocabulary, people cannot communicate and express their feelings or their ideas effectively. According to Harmer, there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination collocation and the grammar of the words which comprises noun, verb, adjective, and adverb.⁸

1. Word Meaning

Meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning and syntactic meaning. Lexical meaning is the meaning of a building for human habitation that attaches to house lexical meaning. Morphological meaning is the meaning attaches to morpheme. Morpheme is the smallest unit that carries information about

⁷ Penny, Ur, *A Course in Language Teaching, Practice and Theory* (Cambridge: Cambridge University Press, 1996),p.60

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (London: Cambridge 1998),p.18

meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.⁹

2. Word Use

According to Nation, there are some ways to draw the attention to the use of words by quickly showing the grammatical patterns the word fits in into (countable / uncountable, transitive / intransitive, etc.) giving a few similar collocates, mentioning any restrictions in the use of the word (formal, informal, impolite, only used with the children, etc.) and giving a well-known opposite or well-known word describing the group or lexical set if it fits in.¹⁰

3. Word Combination

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reaction of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kind of word which lives together in another.

⁹ R. Lado, *Language Teaching: a Scientific Approach* (London: MacGraw Hill, 1964), p.209-212

¹⁰ L.S.P. Nation, *Learning Vocabulary in another Language* (Cambridge: Cambridge University Press, 2001), p.1

4. Word Grammar

The last is about word grammar which is employed by distinguish the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one book or two books, etc.

From those statements, it makes us conscious of the essence of vocabulary mastery. Vocabulary mastery means that the learners have to able in understanding and using vocabulary well. Vocabulary mastery can be regarded as a core aspect in a study. Therefore, there are some aspects that should be taught and learnt by the learners, as follows: word meaning (synonym, antonym, connotation, and denotation), word use such as idioms, word combination, and word grammar such as noun, verb, adjective, adverb, etc. In this research the researcher will focus on the word meaning because the students still difficult to understand the meaning.

3. Kinds of Vocabulary

Vocabulary has some types that need to be learned. There are kinds of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different words classes:

1. Verb is a word which can be used with a subject to form the basis of a clause. In clauses, verbs often consist of an

auxiliary verb + infinitive or participle. Example: will go.

Most verbs refer to actions, events or states.

2. Nouns are most often the name of people or things. Personal names (e.g. George) and place names (e.g. Birmingham) are called proper nouns; they are usually used without articles.
3. Adjectives are used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns. Example: Green apple, she's hungry.
4. Adverbs; a word like tomorrow, once, badly which is used to say, for example, when, where or how something happens.
5. A Pronoun is a word like it, yourself, their, which is used instead of a more precise noun or noun phrase (like the cat, Peter's self, the family's). The word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: I will take these.
6. Prepositions are word like on, off, of, into, normally followed by noun or pronoun.
7. Conjunction is a word like and, but, although, because, when, if, which can be used to join clauses together. Example: I rang because I was worried.

8. The determiner is one of a group of words that begin noun phrases. Determiner includes a/an, the, my, this, each, either, several, more, both, all.¹¹

In conclusion, word classes divided in eight parts, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction, and determiner. In this research the researcher focused on noun and verb.

4. Concept of Noun

The noun in Latin *nomen* has meaning 'name'. Noun is the name of a thing. In the meantime, Frank stated "everything that exist has a name, whether you can see or not".¹² It means that noun is related to the name of something such as people, place, plant, and others. For examples: Alice, children, house, table, flower, rabbit, safety, and others. Based on the statements above, the researcher concludes that noun is one of essential parts of speech that incorporate most of the words in language. Noun refers to name of persons, animals, places, objects, things, qualities, and others. According to Frank, he states some nouns may belong to more than one of the types, as follows:

1. Proper Noun

It begins with a capital letter in writing. It includes personal names, name of geographic units such countries, cities, rivers etc.

¹¹ Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate, 2002), p.144-160

¹² Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, 1972),p.10

Names of nationalities and regions, names holidays, example: Mr. Paul Stinky (name of personal), Italy (name of country) etc.

2. Concrete and Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

3. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (one girl, two girls, one book, and two books). An Uncountable noun is not used in plural. There are words for concrete objects stated in an undivided quantity (iron, sugar, sand, soil).¹³

Grounded on the statements the concept of noun, noun is a word that can be a functioned as the name of some specific things or set of things, live or unlive things, and even abstract things. Noun also has type or kind. There are seven kinds of noun, namely: proper nouns, concrete and abstract noun, countable and uncountable noun, collective and common noun. Proper noun begins with the capital letter in front of the word. This noun is presenting the specific things such as name of people, country, capital, place, and institution. Meanwhile, concrete noun is a word that can be perceived by the sense. It can be seen, touched,

¹³ *Ibid*, p.6-7

listened, felt, and smelt. While abstract nouns are words that name of things are not concrete. It cannot see, smell, taste, listen, or touch. For the examples: idea, concept, and feeling. Countable nouns are noun that can be calculated. This noun is divided into two kinds, they are singular and plural. While uncountable noun that cannot be calculated, it reserves of countable noun. All nouns can be further classified as proper of common. In this research the researcher only focused on concrete noun, countable, and uncountable noun, it is caused by the line of the syllabus of the eighth grade students in SMP Tamansiswa Teluk Betung.

5. Concept of Verb

Verb is a word that describes an actions or occurrence or indicates a state of being. It means that verb is kind of language components that has important role. According to Frank, verb is the most complex parts of speech.¹⁴ From that statement it can be conclude that verb is a word that the most complex parts of speech show measure and condition of a thing. For example, write, read, listen, and others.

1. Types of Verb

In addition to the main categories of physical verbs, mental verbs, and state of being verbs, there are several other types of

¹⁴ Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, 1972),p.6-7

verbs. In fact, there are more than ten different types of verbs that are grouped by function.

- Action Verbs

Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something.

- Transitive Verbs

Transitive verbs are action that always express doable activities. These are verb always have direct objects, meaning someone or something receives the action of the verb.

- Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. No direct object follows an intransitive verb.

- Auxiliary Verbs

Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb's tense or to form a question or negative.

- Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations.

- Phrasal verbs

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verbs.

- Irregular verbs

Irregular verbs are those that don't take on the regular spelling patterns of past simple and past participle verbs.¹⁵

Grounded on the theories above the researcher concludes that there are several types of verb, which are action verbs, transitive verbs, intransitive verbs, auxiliary verbs, modal verbs, phrasal verbs, irregular verbs. In this research, the researcher focused on noun and verb of the themes: animals, persons, and things around the class.

6. Concept of Roundtable Technique

1. Definition of Roundtable Technique

Barkley, Cross, and Major, stated that Roundtable is a technique where the students take turns responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same.¹⁶ Barkley et al, also states that Roundtable technique ensures equal participation among group members and exposes students to multiple viewpoints and

¹⁵ <http://www.gingersoftware.com/content/grammar-rules/verbs/>

¹⁶ Elizabert E. Barkley, et al, *Collaborative Learning Techniques* (San Fransisco: John Wiley and Sons Inc, 2005),p. 241

ideas.¹⁷ From those statements, it means that Roundtable is a technique where each group members can express their thoughts into written form by taking turns.

Stenlev and Siemund, said that roundtable is a conference or discussion involving several participants in which one of cooperative learning technique that can be used by the teacher as the appropriate technique for improving students' English skills.¹⁸ Due to Richard and Rodgers, Roundtable technique is a form of academic discussion in which the learners have equal right to participate in discussing a particular issue.¹⁹ From the statements, it can be concluded that Roundtable technique is one of cooperative learning in a form of discussion, which are the students have equal participation to share or develop their ideas.

Kagan argues in Richard and Rodgers, Roundtable technique is a technique in which there is a piece of paper and a pen or pencil for each group, then the students gives responses of the questions or problems given by writing the answers on a piece of paper given in turns within a group.²⁰ Beside that, as Kagan stated that Roundtable has advantages for bulding vocabulary,

¹⁷ Barkley, et al, *Ibid*, p. 241

¹⁸ Jette, Stenlev, and Peter Siemund, *English Language and Linguistics. Roundtable as a Cooperative Learning Technique* (Amerika: US University, 2011),p. 40-45

¹⁹ Richards, J.C, & Rodgers, T.S , *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001),p. 198

²⁰ Kagan, Spencer, Kagan, Miguel, *Kagan Cooperative Learning* (San Clemente: Kagan Publishing, 2001),p.198

and correcting grammatical and spelling error.²¹ Due to those statements, Roundtable technique is a technique that used to stimulate ideas by taking turns among group members and it can enhance students' vocabulary mastery indirectly through written form.

2. Procedure of Roundtable Technique

According to Barkley et al, he states that the procedures of Roundtable technique are:

1. Form groups of four students and tell groups the prompt or distribute the handout.
2. Identify (have the students identify) which group member will begin and inform students that they will circulate the paper clockwise.
3. Ask the first student to write his or her word, phrase, or sentence as rapidly as possible and then read the response aloud so that the other students have an opportunity to think about or build upon each other response.
4. Ask the students to pass the paper to the next student, who follows the same steps.
5. Inform the students when the time is up, or tell them in your instruction that the process is complete when all

²¹ Spencer Kagan, *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing, 2009),p.104

members have participated and all ideas are on the paper.²²

Based on the procedures above, it can be concluded that the first step in this technique is divided students into a small group that consist of four students per-group, then identify which group member will begin, after that asked the first student to write his or her words, the next asked the next students to do the same things by taking a turns and the last tell the students if the time is up.

From Barkley's statement above, the researcher tries to modify the steps of this technique for teaching vocabulary based on the current situation of this day caused of Covid 19 through online learning by using WhatsApp, to make it more interest without reducing anything from this technique's characters, certainly to improve students' vocabulary mastery. In applying this technique, the researcher tried to make it fit with this pandemic situation. The researcher make this technique like playing a game, which the group that share ideas well and earlier will get the highest score. These are some steps from the Roundtable technique that have been modified by researcher to improve students' vocabulary mastery:

²² Elizabert E. Barkley, et al, *Collaborative Learning Techniques* (San Fransisco: John Wiley and Sons Inc, 2005),p. 358

1. The researcher divided students into a small group that consist of four students per-group through Whatsapp group.
2. After that, the researcher gave a little explanation about Roundtable technique that applied in online class.
3. The researcher determined vocabulary theme that is suitable with the material in the syllabus. In which, in this research the themes of vocabulary are animals, persons, and things.
4. The researcher appointed the first students will begin and ask to share his or her ideas about the topic then ask the next student to do same thing.
5. In every group the students had to write the words by typing the text through WhatsApp group. In addition they had to write the vocabularies that related to the topic as much as possible. Then, for the group that share ideas well and earlier will get the highest score.
6. The researcher concluded the material that is learned and announced to the students which the group that share ideas well and earlier.

3. Advantages and Disadvantages of Roundtable Technique

a. Advantages of Roundtable Technique:

1. Roundtable ensures equal participation among group members and exposes students to multiple viewpoints and ideas.

2. Roundtable helps students to focus on their attention, gives students quiet time to think about their responses, and provide an accumulative record.
3. In roundtable students were able to build upon each other's contributions.
4. It encourages students to adjust their writing (in areas like content, conventions, style, and vocabulary) as they respond and react to the comment of the writers the preceded them.²³

b. Disadvantages of Roundtable Technique:

According to Barkley et al, the disadvantages of Roundtable technique are:

1. It is only used for fairly simple tasks, not for the complex or reasoning ones.
2. It is only the surface of technique in teaching writing actually, so it does not a good technique when it is used to write an essay writing which has long paragraph.
3. Sometimes, the learners are confused how to use it because the learners confused where to start writing.

²³ Barkley, et al, *Ibid*, p.75

4. Besides, the learners do this way under pressure to make this technique as an effective way. Time is wasted and students will likely get bored.²⁴

B. Relevant Studies

Based on previous research in thesis by Auliana Fitri, the findings showed positive result by using Roundtable technique in students' writing ability. The improvement in writing score was proved through their pre-test and post-test. In this research, the highest aspect score after applying Roundtable technique is vocabulary which is 58.52. The average score in mechanic is 57.41. Then, average score in grammar is 54.88, and the average score of form is 53.20. The average score of students' ability in writing is average level with the total score in writing aspect was 54.665. It increases from average total score in pre-test which was 40.07. Thus, it gives significant progress in students' ability in writing recount text.²⁵

While the second research by Risti Wulandari, the result of the research showed that Roundtable technique can improve the students' writing ability. There was an improvement on the mean score of the test. In pre-test, the mean is 46.64, the first cycle was 64.45 and improved to 79.27 in the second cycle. The other result also shown in the improvement of the students' ability in each aspects of writing, in pre-test, the average score for aspect content was 55.97 while in post-test was increased to 68.96. The average score for aspect

²⁴ Barkley, et al, *Ibid*, p.75

²⁵ Auliana Fitri, *The Effect of Roundtable Technique on the Writing Ability in Recount Text of the Second Year Students of SMPN 1 KUBU*. (Riau: Universitas Riau, 2015)

organization was 48.96 in pre-test while in post-test was increased to 69.13, and the average score for aspect vocabulary was 46.89 in pre-test while in post test was increased to 62.93. It can be concluded that the use of Roundtable technique can improve the students' writing ability.²⁶

The third previous research based on thesis by Hasty Putri Utami, it showed that there was a statically significant difference of the students' writing ability with the significant level 0.05. This improved that Roundtable technique facilitates the students to improve their ability in writing skill. The other result also seen in the improvement in each aspect of writng after the implementation of Roundtable technique in teaching descriptive text, in pre-test the mean score in content was 19.13 while in post-test improved to 22.96. The mean score in organization in pre-test was 12.72 while in post-test improved to 15.44, and the mean score in vocabulary was 15.17 in pre-test while in post-test improved to 16.89. From the result, it can be concluded that the use of Roundtable technique is more effective in increasing students' writing skill.²⁷

Build on the previous research above, it can be stated that Roundtable technique is a great technique which is the implementation of Roundtable technique in the class gives significant progress in students' achievement in writing. Besides that, from those findings the researcher finds the similarity and the different from the previous research. The similarity of the research, the

²⁶ Risti Wulandari, *Improving Students' Writing Ability by Using Roundtable Technique*. (Surakarta: Slamet Riyadi University, 2015)

²⁷ Hasty Putri Utami, *The Implementation of Roundtable Technique in Improving Students' Writing of Descriptive Text*. (Lampung: Lampung University, 2015)

use of Roundtable technique, it can be improved students' vocabulary mastery. It was caused because in Roundtable technique, each of students expressed their ideas into written form and it make them had a lot of vocabularies to make their ideas became clear. While the different of the research, the researcher has always use Roundtable technique in teaching writing. Different from those, in this research the researcher will use Roundtable technique in teaching vocabulary.

Build on the previous research above, it can be stated that Roundtable technique is a great technique which is the implementation of Roundtable technique in the class gives significant progress in students' achievement in writing. Besides that, from those findings the researcher has always use Roundtable technique in teaching writing. Different from those, in this research the researcher will use Roundtable technique in teaching vocabulary.

C. Frame of Thinking

Vocabulary is the most essential part of language learning, especially in English. Vocabulary can be regarded as a core aspect in a study. It is a key for the English learners that must master by the learners to help the learners in mastery all of the language skills namely: listening, speaking, reading, and writing. Vocabulary has been useful for someone who wants to communicate. Without vocabulary mastery we cannot be able to communicate and transfer our feelings or ideas. Thus, vocabulary has been mastered if someone wants to master English well. It is hard to believe if someone wants to be successful in

study English without mastering vocabulary, because of the success in learning a foreign language is decided by how much vocabulary is learned.

Inasmuch as people conscious of the essence of mastering vocabulary, the teacher has to give the chance to the learners to stimulate the learners to be active and enthusiastic in learning vocabulary, not merely places the students as passive recipients of information. The teacher has to provide suitable technique in teaching vocabulary. The teacher must increase students' vocabulary mastery and make students to be more interest and enjoy when they learn vocabulary. Thus, the teacher has to implement an appropriate technique that can solve the students' problem in learning vocabulary. Furthermore, because of technique of teaching is one of factor that decided the success in teaching and learning process.

Therefore, it can be stated that Roundtable technique is an appropriate technique to enhance the students' vocabulary mastery. The use of Roundtable technique can help the teaching and learning process run well. Each of the students can express their ideas into written form for building their vocabulary, for that it can make them have a lot of vocabulary. Additionally, teaching vocabulary through Roundtable technique not merely because of the improvement of students' vocabulary mastery, but also because of the effectiveness Roundtable technique in making enjoying atmosphere in learning vocabulary where the students will free to deliver their ideas.

D. Hypothesis

Based on the frame of thinking above, the researcher formulates the hypotheses as follow:

Ha: there is a significant influence of using Roundtable technique towards students' vocabulary mastery at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung.

Ho: there is no a significant influence of using Roundtable technique towards students' vocabulary mastery at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung.

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